

ARTS INTEGRATION LESSON PLAN OVERVIEW

TITLE OF LESSON: A Thousand Cranes presented by Debra Stevens

DURATION: 60minutes --1 day session

GRADE LEVEL: 4th

OVERVIEW:

The focus of the lesson is to prepare the students for the viewing of "A Thousand Cranes" presented by Childsplay and practice the implementation of creative drama strategies. Drama activities may inspire expressive writing in the form of a friendly letter written from the point of view of a character. Students will have read "A Thousand Cranes" prior to the lesson.

ARIZONA STATE STANDARD (S) BEING ADDRESSED:

www.ade.state.az.us/standards/contentstandards.asp

P.O. (S) FOR LANGUAGE ARTS:

Strand 4: Writing Process

Concept1: Prewriting

PO 1: Generate ideas through drama

Strand 2: Writing Elements

Concept 4: Word Choice

PO 2: Use descriptive words and phrases that energize the writing

Strand 3: Writing Applications

Concept 1: Expressive

PO 1: Write a narrative based on an imagined event

ARIZONA ACADEMIC STANDARDS: GRADE 4

Dance

Strand 1: Create

PO 102: Anatomy—perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.

PO 204: Apply fundamental movement patterns to warm ups and improvisation.

Theatre

Strand 1: Create

Concept 2: Acting

PO 101: Imagine and describe characters, their relationships, what they want and why, through various movements and gestures

Strand 2: Relate

Concept 2: Acting

PO 101: Describe how the characters in a situation might be similar to or different from a real life experience

MATERIALS:

Paper and pencils

TEACHER'S ROLE DURING LESSON:

The classroom teacher should be modeling active listening at the very least. Preferably the teacher will encourage and comment on student progress or actively participate with the students creating the art. If the relationship with the school is a long term one, the teacher could be a teaching partner with the artist.

BACKWARD MAPPING DESIGN:

1. Program Goals/Learning Objectives
2. Assessment/Evaluation
3. Program Activities

1. a. PROJECT GOALS *(What are the key or essential questions about the topic? What big ideas are worthy of understanding?)*

- Students will be prepared to see the production of "A Thousand Cranes"
- Story and character will be introduced through drama activities.
- Students will have an opportunity to take on various characters and situations so as to create understanding and empathy for the experiences of the characters in the play.
- Students will have a greater investment in the production of the play due to their insight gained in the prep session.
- Students will learn to pantomime actions in the planned activities.
- Students will experience the "point of view" of different characters.
- Students will be able to write a letter from a different point of view.

1. b. LEARNING OBJECTIVES *(What are your learning objectives? What should students know, understand and be able to do by the end of the program?)*

- Students will review axial and locomotor movements through physical warm-ups.
- Students will explore movement concepts of space, scale, shape, and weight.
- Students will create frozen frames depicting situations from the life story of Sadako.
- Students will explore character relationships through pantomime.
- Students will pantomime characters, and then freeze in tableau, sharing thoughts and phrases when spotlighted.
- Students will draft a friendly letter from the point of view of Sadako, Kenji, Grandmother Oba Chan, or Sadako's mother or father.

2. a. ASSESSMENT *(How will you know the students really understand the big ideas? How will they demonstrate or perform what they have learned?)*

- Students will be able to define pantomime and give examples of how it was used in the session.
- Students will be able to name the characters in the play and the relationships to each other.
- Students will be able to explain what happened on August 6, 1945.

2. b. EVALUATION *(How will you evaluate your program's success? At what points will you check in throughout the process to ensure success?)*

- Teacher can affirm students' story comprehension through the use of tableau to chronicle the events of "A Thousand Cranes."
- Teacher will employ the creative drama strategies modeled as they relate to another curricular topic or reading selection.
- Teacher will lead a discussion with students re: Sadako's story. They will be able to articulate the plot structure and give character insights through directed questions.
- Teacher will use a check sheet/rubric to confirm the understanding and demonstration of all of the acting skills and drama vocabulary used in the lesson.

3. PROGRAM ACTIVITIES *(What learning experiences will you present in order to help develop student understanding?)*

- Warm ups:
 - 1) Sitting Shapes—noticing and changing the shape of the way the students are sitting.
 - 2) Stretching, shakes, circles, and swinging actions with body.
- Pantomime with tableau and spotlighting—after a discussion of the story and pantomime, the students will create improvisational pantomime scenes of
 - 1) characters in the play on the morning of Aug 6, 1945 doing normal everyday activities at home
 - 2) the actors will then react to the bomb as the artist reads the description of the event from the book.
 - 3) the artist will freeze the actors and spotlight them one at a time, asking them to speak a phrase that expressed what the character is feeling.
 - 4) Repeat the activity with different scenarios, i.e. Launching paper lanterns to remember those who were lost, the day Sadako fell while running and discovered she was ill, Sadako and those who would be interacting with her in the hospital, and the Hiroshima Peace Park Today.
- The session would segue into the writing exercise—writing a letter in the first person from Sadako to another character.

EXTENSION ACTIVITIES: *(What tools will you leave behind for the teacher to develop and implement after you have left the classroom?)*

- After the students see the production, the teacher can ask the students about their favorite parts of the play and have the students create frozen tableaus of those moments. The students could create a series of 3 tableaus that communicate the beginning, middle, and end of the story.
- The students can write another letter from the character of their choice to another character about the events of the play.
- Students can write Haiku poems.

DOCUMENTATION: *(How will the experience be documented? What formats will be used; video, photos, journal, posters, etc.?)*

Students will be encouraged to journal about the activities and experiences of the class and the production. Students could also write their reviews of the performance.